

Beehive 'Coaching and Mentoring in Organisations' Certificate/Diploma

Institute of Leadership and Management (ILM) Accredited
Level 5/7

Information pack



"I was delighted to be accepted onto the Beehive ILM Coaching and Mentoring programme and have found the delivery of excellent material, in a supportive and challenging environment to be one that has stretched my thinking, developed my understanding and fired up my enthusiasm for developing people. An excellent programme. Unmissable!"

David Porritt, Headteacher,
Leidschenveen

"BTW, we attended the Beehive Coaching and Mentoring Certificate in Manchester. In a nutshell..... it was fantastic. Excellent venue, with great vibe and energy, an interesting and experienced cohort and superb delivery from the course directors who maintained a healthy balance of theory and lots of practise. We applied ourselves the whole time we were there, the time flew by, I was engaged throughout to the point of being absolutely knackered - three very encouraging signs!"

Paul Dundee, Project Lead, Magnox Ltd



Introduction - development with a difference!

Building Sustainability into Organisational Learning

- ⑥ Are you an experienced learning and development professional who wants to gain formal recognition of your skills?
- ⑥ Do you want to open up opportunities for a new career or direction, or revitalise your leadership role?
- ⑥ Are you action-focused, with a desire to develop useful, practical skills?

Then this programme is for you!

We chose the name '**Beehive**' because we think it's a great metaphor for a buzzing, creative, productive organisation. Our mission is to **build the principles of sustainability into organisational learning** and this '**sustainable learning**' approach requires two things:

- ⑥ The development of a **learning mindset**
- ⑥ The **embedding of learning activities** - review, reflection, feedback, challenge, coaching, mentoring, action learning, celebration - at every level in an organisation, from board level downwards.

Coaching and mentoring are the underpinning methodologies of our sustainable learning approach because:

- ⑥ **WE KNOW** that a coaching style of management encourages accountability and responsibility as individuals recognise their own capabilities
- ⑥ **WE KNOW** that a coaching style of management increases the satisfaction and morale of staff, and releases managers and leaders from the operational elements of their work so they can focus more on developmental and strategic issues
- ⑥ **WE KNOW** that coaching and mentoring develop commitment rather than just compliance to organisational aims
- ⑥ **WE KNOW** that coaching is becoming more and more the management style of choice in organisations that have to respond flexibly to change and need to use the full potential of their staff
- ⑥ **WE KNOW** that employers are increasingly looking for evidence of coaching skills in the managers they recruit, and for formal coaching qualifications in the coaches and mentors they employ
- ⑥ **WE KNOW** that one of the best methods of developing practical leadership skills is through mentoring and coaching
- ⑥ **WE KNOW** that coaching skills have a clear alignment with transformational leadership skills, Human Performance principles and other leading organisational development approaches
- ⑥ **IN FACT, WE KNOW A LOT!** About coaching and mentoring, about behaviour change, about organisational learning, about organisational development, about reflective practice, about supervision, about ethics, about mindset..... and we apply all this knowledge to make our programmes practical, relevant, challenging, intensive, stimulating, supportive, and effective- the best package of personal and professional development you could want!

Beehive's flexible approach

Five day coaching skills programme

Beehive's five-day coaching skills programme stands alone as an intensive programme of personal and professional skills development, for which we supply a CPD certificate.

ILM Level 5 Certificate

Those managers wanting to use coaching as part of their management role and achieve accreditation can do so by attending the five days coaching skills programme, completing 12hrs of supervised coaching and three hrs of peer coaching, submitting one recorded coaching session for feedback, and submitting the required assignments to achieve their ILM Level 5 Certificate in 'Coaching and Mentoring in Organisations'.

ILM Level 7 Certificate

Those senior managers who want to use coaching and mentoring to develop leadership capability at senior levels or strategically in the organisation and achieve accreditation can do so by attending the five days coaching skills programme, the one-day 'Coaching, mentoring and strategy' module, completing the 20 hrs of supervised coaching and three hrs of peer coaching, submitting one recorded coaching session for feedback and submitting the required assignments to achieve their level 7 certificate in 'Coaching and Mentoring in Organisations'.

Progression - ILM Level 7 Diploma

For those wanting to make a career out of coaching/mentoring progression is available to the ILM Level 7 Diploma in 'Coaching and Mentoring in Organisations'. This requires completion of 100 hrs of supervised coaching, professional development and the submission of further assignments. To support you in this process Beehive offer a programme of supervision and support, including group supervision sessions, email and phone support.

Five days coaching
skills programme

ILM Level 5
certificate

ILM Level 7
certificate

ILM level 7 diploma

Item	Cost
Five day coaching skills programme	<u>£1,200 plus VAT</u>
ILM Level 5 Certificate	<u>£1,700 plus VAT (inc ILM registration fee)</u>
ILM Level 5 Diploma	<u>£2,500 plus VAT (inc ILM reg fee)</u>
ILM Level 7 Certificate	<u>£2,300 plus VAT (inc ILM reg fee)</u>
ILM Level 7 Diploma	<u>£3,200 plus VAT (inc ILM reg fee)</u>



‘Coaching and Mentoring for Management’ - programme outline

1) Induction

Everyone has an initial phone call from the facilitator, to answer questions and welcome the participant onto the programme. The pre-course preparation includes a reflective questionnaire; Julie Hay’s ‘Working styles’ questionnaire, suggested reading and profiles of the facilitators.

2) Guided learning

We provide a resource list for your own research and also provide guided learning between modules. This includes independent research, reading, practise of different techniques, completion of individual exercises to increase self-awareness, and always reflection and maintenance of the learning log.

3) Input modules

The input models have been carefully designed to include not only what we have found of most benefit ourselves in our coaching work but also what will help the participants complete their assignments.

Module/Day	Content
Module one - Beehive Coaching Basics	
Day one - Introduction to coaching and mentoring	<ul style="list-style-type: none"> What coaching and mentoring are and aren’t activity - differences between C, M, counselling and training ; Coaching demonstration, followed by discussion - what knowledge, skills and attitudes are required for coaching? Coaching practical - Tower Build Coaching mindset including Dweck’s work on performance and ‘growth’ and ‘fixed’ mindset; First key skill for coaching and mentoring - listening exercises and activities First coaching model - ‘Three Whats’ model of review and reflection followed by coaching practical in threes using model to review the day
Day two - Key skills for coaching and mentoring	<ul style="list-style-type: none"> Second key skill for coaching and mentoring - questioning and goal setting using the Beehive ‘Helping Hand’ model - practise Third key skill for coaching and mentoring - contracting using the Three Cornered contract and three levels of contracting model - practise Fourth key skill for coaching - giving and receiving feedback - practise Fifth key skill for coaching - rapport and relationship building - practise Second coaching model - GROW using the Beehive Coaching Compass - practise in trios
Guided learning:	
<ul style="list-style-type: none"> Action - identify three or four coachees before the next session and set up initial meetings with them for after module two Reflection - complete the Learning Styles questionnaire and reflect on how learning styles may affect the coaching relationship Theory - Research different models and methods of learning and development in organisations Practical - use the skills and models in the workplace in everyday management tasks and reflect on the impact at work 	





Module Two - Running coaching sessions

Day three - Running coaching sessions

- Communication model - Berne's Ego States (PAC) model - application to real time situations activity
- Third coaching model - OSKAR and solution-focused coaching - practise
- First mentoring model - Hawkin's Model of Career Stages - small group work
- Introduction to Beehive's Diagnostic Coaching Model - activities
- 'Beehive's ten steps to running the first session' - practicalities, using the paperwork, coaching plans, record keeping etc
- Practise using Beehive Diagnostic Coaching Model in trios



Guided learning:

- **Action** - run first coaching sessions with identified coachees using the paperwork, skills, models
- **Reflection** - self-assessment against the EMCC competencies
- **Theory** - research principles of reflective practice
- **Practical** - use the skills and models in the workplace in everyday management tasks and reflect on the impact at work

Module Three - 'Coaching in Context'

Day four - Coaching in organisations

- Beehive's 'Management Leadership Continuum' model - how coaching benefits leaders and managers
- Spotlight on organisations - Bath Consultancy Model of Organisational Culture - cultural analysis activity
- What is a coaching culture? Four stages of coaching culture development - discussion and small group work
- Coaching during organisational change - the Transition Curve - activity
- Coaching practice

Day - five - Coaching ethics, supervision

- The importance of ethics for coaching - EMCC Ethical Guidelines and solving ethical dilemmas - case studies
- The relationship of power to ethics - discussion
- Methods for evaluating coaching and mentoring in organisations - making a business case for coaching and mentoring
- Introduction to coaching supervision - the Seven-eyed Supervision model and real time supervision of participants
- Assignment support - difference between reflective practice and critical review, producing development plans etc

Module Four (Level 7 only) - Coaching, mentoring and strategy

Day four - Coaching and mentoring as organisational strategy

- The future of leadership development - Using Torbert's Developmental Leadership Levels to understand executive coaching
- Introduction to strategic thinking
- Beehive's SySTEMS thinking model - analysing and planning strategic change
- Kotter's eight steps to organisational change
- Designing a coaching strategy for your organisation



4) Coaching practise and supervision

The ILM requirement for level 5 certificate is for 12 hrs of coaching practise; the level 7 certificate requires 20 hrs at strategic level (senior managers, directors, managing directors CEO etc). Beehive also require at least one hour of recorded coaching practise on which the facilitators give detailed feedback, to support assignment completion and to increase confidence and learning, and provide ongoing supervision.

5) Submission

On completion of the above modules and the appropriate hours of coaching practise participants submit their assignments, reflective coaching diary and development plan. The submission date for assignments is six months after the end of programme.

Beehive benefits

Online learning community

Beehive students have access to an exclusive online learning community (OLC), which is a fantastic resource. We believe in providing every support to our students to help them complete their assignments and the OLC offers this.

The OLC provides:

- a forum for coaching students to share best practice with others, discuss and share relevant issues and articles, and maintain a sense of the group between modules.
- Assignment support in the form of assignment templates and detailed guidance on every aspect of the required submissions-invaluable information.
- A collection of articles and resources for students to use freely.
- Evidence a professional networking, CPD and peer supervision and feedback which can be used as evidence in the assignments



Practical, action-focus to delivery

All our facilitators are experts in adult learning, coaching, facilitation and the experiential approach. While it is necessary to include theoretical input as a solid basis for coaching, we believe coaching and mentoring are practical skills that can only be learned by doing. We therefore deliver the programme as practically as possible, with participants given every opportunity to try out the tools and techniques they learn.

Supervision 'Buzz' groups

Diploma supervision 'buzz' groups are normally half a day. Attendance at three of the groups is required for level 5 or 7 diploma submission. The groups follow standard supervision principles and provide:

- **Education** - to support and facilitate the coach's continuing learning and development, and to increase and improve skills
- **Support** - to provide the coach with support in order to ensure high levels of performance and to avoid burnout in a potentially stressful role
- **Administration** - to promote best practice and high standards

Professional and career benefits

ILM accreditation is an external quality mark that is recognised by buyers and recruiters and will differentiate you from many other managers/practitioners out in the market place. ILM accreditation gives you the confidence that your coaching/mentoring skills hit a high external benchmark for quality, and adds to your marketability by providing evidence of your performance management skills as well as your functional specialism.

